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ABSTRACT

The goals of the Stevens Technical Enrichment Program (STEP) are to seek out economically and educationally deprived high school students who show potential in science and mathematics, and to train and motivate these students to enter college. Students were selected from high schools in Hoboken and Newark, New Jersey, as well as from New York City. In conjunction with the high schools involved, STEP set up an intensive summer program at Stevens Institute of Technology, and followup programs during the academic year. Students continue in STEP until graduation, attending summer programs every year. The summer curriculum placed heavy emphasis on the development of mathematical, language, and laboratory skills. Through the rigorous academic schedule, educational field trips, and living experience on campus, the students developed academic skills and self-awareness. As a result, the level of interest, involvement, and scholarship was very high. Because of the high level of academic proficiency demonstrated, academic credit may be awarded for satisfactory ratings. In three years, STEP has graduated 30 seniors, 25 of whom have become freshmen in college. None, or at best few, of these young men would have gone on to college if they were not in STEP. [Not available in hard copy due to marginal legibility of original document.] (Author/JW)

ED044450

REPORT ON SUMMER 1970

STEVENS TECHNICAL ENRICHMENT PROGRAM

UD010692

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Prepared For President J. H. Davis

October 15, 1970

Submitted by: Leslie Wormack

Director of the Stevens Technical Enrichment Program

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GOALS

The goals of the Stevens Technical Enrichment Program (S. T. E. P) are:

1. To seek out economically and educationally deprived high school students, who without help, could not expect to enter college, but in whom there seemed to be a suggestion of unrealized potential, particularly in mathematics, technology, or science.
2. To motivate, encourage and help them to achieve their potential and thus qualify to enter a first class educational institution.

Quite often, the potential of such a student may not be revealed by traditional methods of evaluation. More valuable data is often revealed through intuitive judgments. Projected combined SAT scores might be in the range of 600 - 1000. In his inner-city school environment, the student might appear to be achieving reasonably well. However, since his performance level measured by national standards is much below that of his suburban counterpart, he may find it extremely difficult in his attempt to adjust to the academic rigors of college life. However, with the experience, instruction and guidance necessary to overcome earlier academic and/or motivational obstacles, our young man can begin to view future college education as an attainable goal.

THE SELECTION OF STUDENTS

Urban high school students because of their prolonged exposure to educational deprivation must be reached at an early stage in their high school careers. Our recruiting has been aimed primarily at the student who is completing his tenth (10th) grade. However, we have accepted a number of ninth (9th) graders and a few eleventh (11th) graders.

It is important for this program to work closely with the high schools from which the students come. S. T. E. P. serves an area close enough to provide convenient working relations with local high schools geographically located in Hoboken, New Jersey, Newark, New Jersey and New York City. This program attempts to create a sizable cluster of students in a number of individual high schools. During the summer and academic year programs this core of students will share common experiences with each other and with their fellow classmates.

To a large extent, our selection of students for 1970 has been based on our previous two years of experience. We do not "know" how to recruit and select students for S. T. E. P.

RECRUITMENT

Early in the Spring of 1970, representatives from Stevens visited some high schools and community groups which had had some prior contact with the S. T. E. P. Program. Subsequently, about 200 application packets were distributed among almost all school and community group contacts from previous years and to a few additional ones. After preselection of students by the school or community

group, and receipt of completed application forms at Stevens, interviewing teams visited as many high schools as could be managed. About sixty (60) completed applications were received. Copies of recruitment letters are reproduced on the following two pages, identified as "A" and "B".

SELECTION

The selection committee consisted of the Director and the two individuals who had been involed in all of the interviewing (one of whom was the Chairman of the S. T. E. P. Committee). The members of this committee followed the procedure outlined below:

1. Each member of the Selection Committee read all applications. Each was rated on the following scale, taking into account, grades, letters of recommendations, evidence of interest and interviewers impressions (when available):

   5. "too strong" for the program.

   4. "right" for the program.

   3. "slightly" weak for the program.

   2. "too weak" for the program.

2. The "top" and "bottom" were eliminated (after looking at combined score), and the remaining applications were sorted by school and city.

3. The final selections were made, based on school and city, and grade in school.

There was surprisingly good agreement among the three committee members as to the numerical scores, although the members had great trouble trying to reach verbal agreement on selection. All three ratings agreed for about 50% of the applicants, and for almost all of the others, two ratings agreed and the third differed by one point. It was agreed to select students with average ratings in the range of 3.7 - 4.3. The division of applications was as follows:

SCORE RANGE	NUMBER OF APPLICATIONS
4.4 - 5.0	7
3.7 - 4.3	32
2.0 - 3.6	23

Ultimately, sixteen (16) students were selected from the second group and, for special reasons, four (4) from the third group.

SUMMER PROGRAM STUDENT POPULATION

A. Race

Black - 20

Spanish Surname - 10

White - 14

B. District

Newark - 22

Hoboken - 15

New York City - 7

C. Grade Completed

Grade 9 ---- 11

Grade 10 --- 21

Grade 11 --- 8

Grade 12 --- 4

D. High School

Newark, New Jersey - 22

Barringer High School ---------- 4

Grade 10 - 3; Grade 11 - 1.

Central High School ---------- 2

Grade 10 - 2.

Weequahic High School ---------- 2

Grade 11 - 1; Grade 12 - 1

West Side High School ---------- 13

Grade 9 - 4; Grade 10 - 8; Grade 11 - 1.

Vailsburg High School ---------- 1

Grade 11 - 1

Hoboken, New Jersey - 15

A. J. Demarest Junior High School ------- 7

Grade 9 - 7

Hoboken High School ---------- 8

Grade 10 - 2; Grade 11 - 3; Grade 12 - 3

New York City, New York - 7

Aviation High School, Long Island City -------- 1

Grade 10 - 1

James Monroe High School, Bronx ---------- 1

Grade 10 -1

Evander Childs High School, Bronx ----------3

Grade 10 - 3

Taft High School, New York City ----------2

Grade 10 - 1; Grade 11 - 1.

SELECTION OF STAFF

TUTOR COUNSELORS

Twenty-one (21) Stevens undergraduate students were hired to plan the summer program and conduct individual and group tutoring sessions. Tutor counselors were expected to live with the students on campus. Other duties included the instruction of laboratory courses and supervision of plant visits and recreational activities. Our tutors helped to create a learning environment in which many of our students' previous obstacles to learning were reduced or removed entirely.

Thirty-five (35) applicants for twenty-one (21) positions were screened in half-hour sessions on three consecutive days. A panel consisting of the Program Director, members of the S. T. E. P. Committee and former S. T. E. P. tutors questioned each applicant and later rated him in the following areas:

a. personal characteristics

b. tutoring experience

c. ability to relate to urban students

The numerical ratings of the panel were averaged and duly recorded. Tutors were then selected on the basis of numerical ratings and subjective evaluations of panel members who had personal knowledge of the applicants qualifications. Workstudy eligibility was not considered in the final selection of tutor counselors. Some preference was given in the selection to prior S. T. E. P. participants and to others with inner city backgrounds.

TEACHER SELECTION

The teaching staff included both college and secondary school faculty members who were selected on the basis of experience and understanding of the types of students enrolled in our program.

Fifteen (15) applicants sought the four (4) teaching positions available in the areas of mathematics, humanites, physics and art.

Interview sessions were arranged with individual teachers by the Program Director and members of the S. T. E. P. Committee. At the conclusion of each interview session, each applicant was evaluated in the following areas:

a. approach to teaching

b. experience

c. personality traits

d. adaptability

Staff members were selected by the Director after reviewing the recommendations of S. T. E. P. Committee members.

Physics and Math teachers were selected from Stevens' staff since there were few applicants for these positions. The Humanities and Art positions were filled by teachers with secondary school experience.

Members of the teaching staff were not expected to live on campus but, in addition to their class contact with students, they were expected to make time available for tutoring and counseling during the afternoon and evening hours.

PLANNING SESSION

Plans for the 1970 Summer Session were developed in the four week period between June 1st and June 26th.

Tutors were organized to form separate committees with the responsibility of planning each of the following areas:

1. Laboratory Courses:
   a. Physics
   b. Photography
   c. Surveying
   d. Drafting
   e. Metallurgy
   f. Computer Science
   g. Chemistry
   h. Electronics
2. Student Activities Calendar
3. Community Action Program
4. Sports Program

Each area was supervised by a member of the committee who was responsible to the student director and, in academic course planning, to a member of the teaching staff.

During each scheduled eight (8) hour work day, tutors met for one hour to report to the student director on the planning activities of the previous day. At this time, problems were discussed and activities of the planning groups were coordinated. These meetings generated information needed to order materials and supplies and estimate total program expenditures.

Math and Physics instructors met regularly with selected tutors to plan summer curricula and make tutoring assignments.

Meetings with resource personnel from Newark in Math, Humanities, and Science, provided our teachers with critical data describing effective teaching methods and performance levels of individual students and members of target population in general.

During the planning session, staff members met with many students and were able to make preliminary evaluation of the general level of student interest, motivation and ability.

An orientation training session was conducted by members of the Psychological Studies Department in the third week of the Planning Session. Our tutors participated in four - three (3) hour sessions in which role playing and techniques of direct confrontation were used to form a sense of tutor community and explore their own feelings toward other tutors and students who they were soon to instruct.

PROGRAM INTRODUCTION

The 1970 S. T. E. P. Summer Program met the individual needs of many students. Our curriculum placed heavy emphasis on the development of mathematical, language and laboratory skills.

Graduating S. T. E. P. seniors completed a summer of concentrated study in Physics, Calculus, Humanities and Computer Science.

Sophomores and Juniors were introduced to Algebra, Trigonometry, Physics, and Humanities. Laboratory electives which were available to Juniors included Metallurgy, Chemistry, Computer Programming and Electronics, while Sophomore electives included Photography, Surveying, Drafting and Art.

Freshmen completed courses in Humanities and Physics while selecting from available Sophomore Laboratory electives. A typical daily schedule for most students included three hours of morning classroom work, two hours of afternoon laboratory work, one hour of planned exercise, and three hours of supervised afternoon study.

The academic work was challenging but the students had an enjoyable time. Many students through our educational field trip program gained new interest in and understanding of engineering as a pure and applied science.

We believe that living on campus in close association with Stevens undergraduates was an important part of the program. The student was placed more on his own, friendships were made, and people from different races and from different communities met in an environment which helped to develop both academic readiness and self-awareness.

DOCUMENTS FROM THE PROGRAM

Tabulation of High School Grades - Exhibit "C"

Typical Student Schedule - Exhibit "D"

Visitors - Summer 1970 - Exhibit "E"

MATHEMATICS PROGRAM.

1. There were three groups as far as the material presented was concerned:
   a. A calculus course for students who had completed their senior year this academic year, and who were planning to attend college this fall.
   b. A trigonometry - algebra course for qualified students.
   c. A remedial math course for students who had a deficiency in their mathematical background.
2. Texts:
   a. Schaum's Outline Series - Calculus
   b. Eleventh grade Mathematics - AMSCO
   c. Intermediate Mathematics - AMSCO
3. Work Load and Study Hours:
   a. There were five - 1 hour long lecturs per week. Homework was required two hours daily, of which one hour needed a tutor's supervision. There was an hour test every week.

b. There were five one hour lectures per week. Homework and tests were as mentioned in "a" above.

c. There were ten hours of tutoring plus supervised homework each week.

HUMANITIES PROGRAM

The Humanities (or English or Creative Writing or Language Arts) program was organized such that all groups met five times a week.

The aims of the sessions were to increase awareness of possibilities of the "written word" though analytical reading and discussion of students' written work. All were encouraged to work on a project of creative nature. A booklet resulted from student work.

Generally the week was broken down as follows:

1. Two sessions

   Read and discussed a story or poem in class. A written follow-up (usually quite brief) was assigned.

2. One session

   Directed writing - students were given specific suggestions or motivation to develop strength in various areas.

3. One session

   Workshop - students could work on their individual reading or writing projects. Students were encouraged to present "works in progress" to the class.

4. Miscellaneous

   Individual assistance or role playing or oral interpretation of remedial work. Could vary, and was contingent on what had happened in earlier part of the week.

At the beginning of each session, five minutes were devoted to "sentence lifting". This technique involved class screening of sentences written on previous occasions by class members. The group contributed the modifications necessary to insure correctness and clarify.

ART IN THE ENVIRONMENT

Art in the environment was a studio course for interested students. Opportunities were offered to design and make useful objects as well as to visually express an understanding of the city environment through painting and sculpture. Emphasis was on art as social comment and as a nonverbal means of communication. Students worked in the following areas:

a. Mixed media painting and constructions.

b. Sculpture - carving and modeling.

c. Electric board games.

d. Jewelry (rings and medallions).

e. Ceramics (coffee mugs, lamp bases).

LABORATORY PROGRAM

The labs and projects constituted one of the major areas of instruction to S. T. E. P. students this summer. In the labs, the primary objective was to develop an interest in the experimental technique while the student familiarized himself with the fundamental principles in various areas. The laboratory projects were intended to give an opportunity for the students to apply their

knowledge in a practical way. Various lab areas and their objectives were as follows:

1. Physics and Electronics: The student received instruction and familiarized himself with the fundamental laws of physics and electronics.
2. Chemistry: This lab attempted to bring about in the student mind an appreciation of orderly and methodical approach in understanding chemistry. The emphasis was on the handling of lab equipment and the proper techniques. The experiments were so designed that students were motivated to the study of chemistry.
3. Metallurgy: At the end of this lab, the student was able to appreciate better the importance of structure of metals and their properties.
4. Computer: The objective here was a better understanding of how a computer functions and how to program a problem in the language of computers.
5. Photography: The student was expected to be able to make good photos and understand printing, developing, enlarging, etc.
6. Drafting: With the help of the principles learned in drafting the student was able to make mechanical drawings of machine parts or other objects.
7. Surveying: At the end of this course, the student was expected to be able to handle surveying equipment and do surveys of small areas of land using various techniques. Also, he was able to understand the survey and contour maps.

SPORTS PROGRAM

KARATE: The instruction included basic stances; high, middle, and low blocks; high, middle, and low punches; and spearhand. There were instructions for beginners, but experienced students were able to participate by helping out the instructor.

EXERCISING: During the exercising program, the students "worked out" to build up their physical condition. The students did such exercises as chin-ups, push-ups, weight lifting, running, high bar, rope climbing, and isometric exercises.

BOWLING: The students were divided into two groups; experienced and inexperienced bowlers. The non-bowlers were taught the technique of bowling; the grip, and approach. Bowling leagues were formed to provide friendly competition between the students.

SWIMMING: The objective of this course was to teach the non-swimmers how to swim. They were taught the crawl, dog paddle and sidestroke. They were also taught to get used to water and be able to stay under water for a period of time. For experienced swimmers, there was a special program on the weekends.

SCUBA DIVING: This program was for experienced swimmers only. They were given an introduction to scuba diving. There was a discussion of apparatus, how to care for it and to know what it does and how it operates. Students were taught snorkeling, building up to using regular scuba diving equipment..

HANDBALL: The students were taught the rules and the basic skills of handball. This was a good way to help them to develop their coordination. They were taught how to play singles and doubles and participate in competition with other students.

STUDENT ACTIVITIES

A diversified calendar of student activities complemented our rigorous academic program. A survey of student enrichment activities would include:

--- Visiting Local Plants Employing Engineers.

Trips to Chevron Oil Refinery, Port of New York Authority and Johnson and Johnson were taken. Engineers led small student groups on a tour of their facilities. Group discussion sessions were held with members of the engineering staff, on site.

--- Surveying Local Hoboken Church Property.

Advanced surveying students surveyed local church property to provide information for the construction of a playground.

--- Assisting in the Construction of a Playground.

Stevens tutors donated their time to read blueprints and help in the construction of the playground on Fifth Street in Hoboken.

--- Canoeing Down the Delaware River.

A group of thirty (30) students, tutors, and teachers paddled ten (10) miles on the Delaware River from Dingmans Ferry to Bushkill Falls, New Jersey.

--- Attending a Broadway Play.

Sixty (60) students, tutors and faculty members attended a matinee performance of Hair, a broadway musical.

--- Participating in Speaker Seminars.

Each Monday evening, guest lecturers addressed small groups of students on topics ranging from drug rehabilitation to financial aid for college.

--- Taking Recreational Trips.

Outings to a local beach and recreation area were enjoyed by many program participants. See Exhibit "F" (Activities Calendar).

EVALUATION

STUDENT SELECTION:

We feel that student selection was satisfactory this year. The students seemed to fit well into the program and to benefit from their summer at Stevens. A few students were "too strong" or "too weak" for the program but these, too, seemed to benefit from their summer experience.

Our students accepted the rigors of the confining summer schedule commendably. Each day offered only three hours of unsupervised time. The students attitudes toward dormitory life and their academic responsibilities were mature.

The level of interest, involvement, and scholarship during the summer program was very high. It can be said that most students demonstrated maturity and sense of purpose which may not have been exhibited in their own high school environment.

A SAMPLING OF STUDENT ATTITUDES

The student comments which follow were compiled by the American Institute of Technical Engineers during our August 6th visit to Chevron Oil Refinery. These candid opinions reflect the general level of student interest and motivation.

"What was the most interesting part of your refinery visit?"

....The best part of the visit was seeing, just finding out what I really want to be in the future.

....The talk we had in an engineer's office gave me a chance to ask many questions on phases of engineering.

....Since I am interested in computers, the tour of the computer center and viewing the operation of the 1130 and 360 computers was most interesting.

....I was most interested in the cat cracker process description and in the operation of crude unit furnaces and process control instruments.

In articles written for the student events magazine published at the end of the summer program, students expressed their opinions about S. T. E. P. as follows:

....I like the special emphasis on advanced math which will help me in future math courses, physics, chemistry and other technical subjects.

....In my opinion, S. T. E. P. will help me in the coming school year. I will look back and remember the long nights of home-work and say to myself, "It was worth it."

....I liked the program better this year because the tutors made you study.

Classes were well attended this summer. We averaged 90% attendance throughout the summer program.

OPINIONS OF VISITORS AND FRIENDS:

Educators from local Boards of Education, the State Department of Higher Education, the Office of Economic Opportunity, Washington, Community Agencies, and private foundations were moved by their visit to the Stevens Technical Enrichment Program.

In an excerpt from a semi-annual report, the Director of the College Bound Program at Evander Childs High School, New York City, summarized her one day visit to the S. T. E. P. program: "The S. T. E. P. boys, faculty, and college aids, are doing a magnificent job. The whole program is adult and well tuned to the boys needs. Continued contact by way of monthly visits to the campus (Stevens) will maintain a high level of interest. Our boys can't wait to get back."

Because of the high level of academic proficiency demonstrated by our students this summer, the Newark Board of Education and the State Department of Higher Education is presently considering an award of academic credit to students who received a satisfactory rating this summer.

One the last day of the program, parents met members of the teaching staff and tutors while viewing the students' art work and a dramatic performance recorded on video tape. During this time and at the conclusion of the Awards Dinner, I had many informal conversations with parents. Countless times their genuinely positive feelings for the program were expressed.

THE ULTIMATE MEASURE OF SUCCESS

The true value of our program, reflected by the aforementioned statements of students, visitors, teachers and parents, will not be realized until our youngsters are admitted to a good college or technical school and succeed in obtaining a college degree.

The program, now in its third year, has graduated thirty (30) seniors, twenty-five (25) of whom have become freshmen in college. Four (4) of these students are sophomores at Stevens and four (4) more have entered this term as freshmen. See Exhibit "G" (Students Enrolled in College). None, or at best few, of these young men would have gone on to college if they had not been discovered

OUR PROBLEMS

It is clear that we truly have much to learn about:

1. Recruiting high potential students from urban areas with an aptitude and interest in science and engineering.
2. Developing a curriculum which will raise the students level of math and english achievement.
3. Effective counseling techniques which will help our young men to cope with his present problems and see the value of a post-secondary college or technical education.
4. Selecting and training staff members to be sensitive to human needs.

OUR ACCOMPLISHMENTS

Despite the unusual tensions which developed between the director and a few members of the tutoring staff during the summer program, we were able to:

1. Reach new students with academic potential and provide academic and technical training in specialized areas which could not be provided by local high schools.
2. Develop an awareness among students of the scope of the applications of the science of engineering and new interest in science and technology.
3. Create a sense of community among students and staff members which was conducive to learning.
4. Provide individual tutoring for students with serious math difficulties.

5. Develop a heightened sense of student awareness of the value of competent math and english skills in the pursuit of post-secondary liberal arts or technical training.
6. Provide a diversified program which met the needs of pre-Stevens seniors, accelerated sophomores and juniors and freshmen who had just completed the first year of high school training.
7. Give excellent training in mathematics and humanities for which an award of academic credit is being considered by the Hoboken and Newark Boards of Education pending approval by the State Department of Education.
8. Conduct a few projects in the Hoboken community which developed a new sense of awareness and social responsibility among students.
9. Expose students to many diversified lab experiences and techniques which, hopefully, will enhance their future science readiness and present science competency.
10. Successfully involve students, tutors, high school teachers and guidance counselors, resource personnel, parents, community, state, and federal agencies, private foundations, Stevens faculty members and members of the administration in planning, implimenting, and reviewing the S. T. E. P. program.

When we weigh our successes against our failures, no question remains of the value of our program for disadvantaged students. My own personal experiences and the experiences of those who have been involved with the S. T. E. P. Program are positive. We all strongly feel that the program should be continued.

STEVENS INSTITUTE OF TECHNOLOGY
CASTLE POINT STATION
HOBOKEN, NEW JERSEY 07030

Stevens Technical Enrichment Program

April 20, 1970

Dear

The 1970 Stevens Technical Enrichment Program (STEP) will start approximately the fourth week in June. STEP is a six-week tutorial and motivational program for educationally and economically disadvantaged high school boys. All expenses are paid and participants receive about $7 per week in spending money. It is hoped that students will return after each year of high school.

We have about fifteen openings, and we are seeking applications through a number of organizations. Pre-screening criteria should include:

1) indication of ability or potential ability in mathematics, science, engineering, or technology;

2) students now in freshman or sophomore years of high school;

3) students in need of educational help in order to enter a first-class college (are not seeking students who are <u>already</u> clearly college bound);

4) students and their families not financially able to seek tutorial help.

We request your help in distributing the enclosed applications to those students that might qualify for our program. Do not hesitate to contact me for further information (tel. 201-792-2700 Ext. 277). Thank you.

Snowden Taylor

Snowden Taylor
Chairman, STEP Committee

ST/dg

STEVENS INSTITUTE OF TECHNOLOGY
CASTLE POINT STATION
HOBOKEN, NEW JERSEY 07030

Stevens Technical Enrichment Program April 20, 1970

Dear Student,

You have been suggested as a participant in the Stevens Technical Enrichment Program (STEP). This is a program intended for the student who feels he may be able to do college work but is not sure that he will like it or is afraid that his background in his studies is so weak that he may not be able to make it. STEP intends to work on both of these problems by offering a six week summer course in Mathematics and English which will improve your ability to do college work. You will live on the campus with 40 other boys and get a much better idea of what college life is all about.

As part of the program, you will be able to receive a course in computer programming in which you will learn how to write programs to be run by the Stevens' computer. Also, lab courses in subjects such as Electronics, Photography, Chemistry, Metallurgy, and others will be offered which will give you an introduction to experimental science in various fields.

In addition to the demanding work, the students involved last year went on trips to parks, concerts, and industrial plants. If you are accepted into the program, we are sure you will find it a rewarding experience.

In order to apply for this program, you must:

1. Fill out the enclosed application blank (Form A) and return it in the envelope provided, as soon as possible.

2. Give one reference form "B" and one "R" letter to a teacher who knows you well.

3. Give the other reference form "C" and one "R" letter to someone in your neighborhood or community (but not a relative) who knows you well (perhaps a clergyman or community leader).

4. Give the transcript request form "D" to your guidance counselor.

Do not hesitate to contact us if you have any special problems or questions.

Sincerely,

Snowden Taylor

Snowden Taylor
Chairman, STEP Committee
201-792-2700 Extension 277

SCHOOL	Grade Att	Math. (H.S.) Grade	Science (H.S.) Grade	English (H.S.) Grade	Old Studen Verbal / Reading	11th Grad English SAT	11th Grad Math. SAT	STEP Mat Level
HOBOKEN HIGH	12	C	C	B		506	500	B
	12	B	B	C		305	414	A
	11	A	B	B+				B
	12	B	B	B		506	500	A
	10	A	A	B		516	466	B
	11	B	B	B				B
	10	A	B	B				B
	11	C	B	C		320 440	350 460	B
JAMES MONROE HIGH	10		70	65				C
TAFT HIGH SCHOOL	10							B
	11	75	80	75				C
VAILSBURG	11	A	B	B		430	550	B
WEEQUAHIC HIGH	12	A	B	A				A
	10	A	C	B				B
WEST SIDE HIGH	10	D	C	C				C
	10	A		C				C
	10	A	B	B		200	290	B
	10	P	P	P-N				C
	11	C	C	B				B
	9	A	B	A				B
	9	B	B	C				B
	11	H	N	N				B
	10	P	I	I				B
	10							P
	10	P	P	P				C
	9	C	A	B				B
	9	B	A	B				B

SCHOOL	Grade Attended	Math. (H.S.) Grade	Science (H.S.) Grade	English (H.S.) Grade	Old Stude Verbal / Reading	11th Grad English SAT	11th Gra Math. SAT	STEP Ma Level
A. J. DEMAREST	9	84	84	84				B
	9	66	78	73				C
	9	63	78	71				C
	9	62	76	80				B
	9	84	80	83				B
	9	86	93	90				B
	9	87	90	85				B
AVIATION HIGH	10	84	82	80				B
BARRINGER H. S.	11	B	B	A				B
	11	B	B	C				B
	10	B-C	B	A				B
	10	B	C	C				B
CENTRAL H. S.	10	C	B	C				B
	9	B	B	C				C
EVANDER CHILDS	10	C	B	C				B
	10	B	B	C				B
	11	C	D	C				B
	10	C	B	A				B

GROUP B1 - (INTERMEDIATE MATH)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDA
9:00 to 10:00	HUM. Library 216	HUM. L. 216	HUM. L. 216	HUM. L. 216	HUM. L. 216
10:00 to 11:00	PHYSICS L. 215	PHYSICS L. 215	PHYSICS L. 215	PHYSICS L. 215	PHYSI L. 215
11:00 to 12:00	MATH. L. 214	MATH. L. 214	MATH. L. 214	MATH. L. 214	MATH L. 214
12:00 to 1:00	L	U	N	C	H
1:00 to 2:00	↑ PHYSICS		↑ PHYSICS		
2:00 to 3:00	LAB. Navy Bldg. ↓	LAB. ↓	LAB. Navy Bldg. ↓	LAB. ↓	LAB ↓
3:00 to 4:00	GYM	GYM	GYM	GYM	GYM
4:00 to 5:00	↑ F	↑ F	↑ F	↑ F	↑ F
5:00 to 6:00	R	R	R	R	R
6:00 to 7:00	E E ↓	E E ↓	E E ↓	E E ↓	E E ↓
7:00 to 8:00	INDIVIDUAL TUTORING				
8:00 to 9:00	↓	↓	↓	↓	↓
9:00 to 10:00	↓	↓	↓	↓	↓

VISITORS - SUMMER 1970

Mr. Blair - Public Relations, N. Y. Times Foundation

Mr. Donald Dorsay - Education Specialist, Jersey City Model Cities

Dr. William Evers - Executive Director, Henry and Camille Dreyfus Foundation, New York

Mr. Robert James - Educational Opportunities Fund, N. J.

Mr. Thomas Keyes - Area Director, Upward Bound

Mr. Cole Lewis - Prudential Insurance Co., New Jersey

Mr. Gordon MacInnes - Director, Wallace-Elsabar Fund, N. J.

Rev. Carl McCall - Director, Schumann Foundation, N. J.

Mrs. Hildegard Peskin - College Bound Program, Evander Childs H. S., New York

Mr. Ben Sands and Mr. Hugh Van Deventer - Celanese Corp., N. Y.

Mrs. Marjorie Ward and eight others - Newark Model Cities

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JUNE 29	29	30 MOVIE 8:00 PM	JULY 1	2	3	
5	6 8:00 pm Sgt. Ferrante lecture on Drugs	7 Trip to Johnson & Johnson in New Brunswick Leave at 12:00 MOVIE 8:00 pm	8 Mongo Santamaria Concert Leave at 6:00	9	10	Trip to Bear Mountain State Park. Leave at 9:00 am
12	13 Lecture: 8:00 p.m. Mr. Vielh Economic Opportunity Scholarship	14 MOVIE 8:00 pm	15 Port Authority Trip to new World Trade Center Leave at 8:30	16	17 Overnight camping trip for half the group who are interested Leave in early afternoon	
19	20 8:00 pm Two Drug Addicts from Liberty Village. Need Transportation	21 MOVIE 8:00 pm	22 See Broadway show "HAIR" Leave at 1:00	23	24 Trip to Island Beach Leave at 8:30	********** Parents Day **********
26	27 8:00 pm Harold Miller Rainbow Coalition Lecture	28 MOVIE 8:00 pm	29	30	31 Iron Butterfly Concert Leave at 6:30	AUGUST
2	3 8:00 pm Gary Byrd WWRL	4 MOVIE 8:00 pm	5	6 Trip to Chevron Leave at 9:00	7	

COLLEGE ADMISSIONS

A. June 1969 graduates:

Stevens	5
Other colleges	8
Military service	1
Other	2

B. June 1970 graduates:

Stevens	4
Rutgers	2
Jersey City State	2
Colgate	1
Yale	1
Catholic University	1
Parsons	1
Military Service	1
Other	1

C. Summary - 1969-70:

Stevens	9
Other colleges	16
Military service	2
Other	3

CONTRIBUTORS - SUMMER 1970

A. Private Sources

Bantam Books, Inc. - N. Y.
Celanese Corporation - N. Y.
The Fidelity Union Trust Co. Found. - Newark, N. J.
Hess Oil & Chemical Division, Amerada Hess Corp. - Woodbridge, N. J.
Thomas J. Lipton, Inc. - Englewood Cliffs, N. J.
The Andrew W. Mellon Foundation - N. Y.
Modern Mass Media - Summit, N. J.
The National Newark & Essex Bank - Newark, N. J.
The New York Times Foundation, Inc. - N. Y.
The Norman Company, Inc. - Valley Stream, N. Y.
The Prudential Insurance Co. of No. America - Newark, N. J.
The Florence & John Schumann Foundation of Montclair, - Montclair, N. J.
Anonymous (3)

B. Public Sources

Hoboken Board of Education
Hoboken Model Cities
Newark Board of Education
New Jersey Educational Opportunity Fund
New York College Bound Corporation